DOCUMENT RESUME

ED 415 894 IR 056 865

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|---|---|
| AUTHOR | Deel, Rosemary |
| TITLE | Lonesome Pine Regional Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program. |
| INSTITUTION | Lonesome Pine Regional Library, Wise, VA. |
| SPONS AGENCY | Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs. |
| PUB DATE | 1993-00-00 |
| NOTE | 22p. |
| CONTRACT | R167A20254 |
| PUB TYPE | Reports - Descriptive (141) |
| EDRS PRICE | MF01/PC01 Plus Postage. |
| DESCRIPTORS | *Adult Education; Adult Learning; *Adult Literacy; Computer Assisted Instruction; Educational Cooperation; Federal Programs; Grants; Library Collection Development; Library Role; *Literacy Education; Mathematics Skills; Public Libraries; Publicity; Rural Areas; Tutoring; Tutors; User Needs (Information); Volunteer Training; Volunteers; Writing Skills |
| IDENTIFIERS | Library Services and Construction Act; Tutor Training |

ABSTRACT

This final performance report provides project outcome information and data to the U.S. Department of Education for the federally-funded Library Literacy Program. The Lonesome Pine Regional Library (Wise, Virginia) conducted a project that involved recruitment, retention, public awareness, training, rural oriented programs, basic literacy, and tutoring programs. The project served a community of 100,000-200,000, and targeted adults who wanted to learn or to enhance reading and writing and/or math skills. The project used the Laubach tutoring method, with one-on-one and small group instruction. The project served 399 adult learners, provided 20,493 hours of direct tutoring service, and involved 86 volunteer tutors. The report provides a comparison of actual accomplishments to goals and objectives set forth in the grant application; a comparison between proposed and actual expenditures; specific details of activities undertaken; the role the library played in the accomplishment of the goals and objectives; agencies and organizations that assisted in the project; and the impact of the federal project on the ongoing program of the library. Includes a literacy services brochure and project evaluation forms. (SWC)

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# Lonesome Pine Regional Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program

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# INSTRUCTIONS FOR PREPARING FINAL PERFORMANCE REPORT

Authority: Library Services and Construction Act, as amended, Public Law 98-480

## General

The Final Performance Report will be used to provide information and data to the U.S. Department of Education for the Library Literacy Program, LSCA Title VI - CFDA No. 84.167.

The Final Performance Report for LSCA Title VI grants is required to be sent to the U.S. Department of Education 90 days after the end of the award period.

Submit an original and two copies to:

Executive Officer
Office of Educational Research
and Improvement
U.S. Department of Education
555 New Jersey Avenue, N.W.
Room 602
Washington, D.C. 20202-5530

Attention: 84.167 Final Performance Report

## INFORMATION TO BE SUBMITTED IN THE FINAL PERFORMANCE REPORT

Grantees should include the following information in their Final Performance Report:

### Part I: General Information

1. Name and address of organization receiving grant. For joint projects, provide complete list of all participating institutions or organizations. *Please see below.

2. Name and telephone number of persons preparing this report.
Rosemary Deel (703) 926-6617

3. Grant Number (R167A------). R167A20254

4. Grant amount awarded and the actual amount expended. REPORT ON FEDERAL LSCA TITLE VI FUNDS ONLY.

$35,000 awarded $35,000 expended

*Lonesome Pine Regional Library
P.O. Box 1379
Wise, VA 24293

Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
___ between 10,000 - 25,000
___ between 25,000 - 50,000
___ between 50,000 - 100,000
_X_ between 100,000-200,000
___ over 200,000

2. What type of project was this? (Check as many as applicable)

_X_ Recruitment
_X_ Retention
___ Space Renovation
___ Coalition Building
_X_ Public Awareness
_X_ Training
_X_ Rural Oriented
_X_ Basic Literacy
___ Other (describe)_____
___ Collection Development
_X_ Tutoring
___ Computer Assisted
___ Other Technology
___ Employment Oriented
___ Intergenerational/Family
___ English as a Second Language (ESL)

3. Did you target a particular population? (Check as many as applicable)

___ Homeless
___ Hearing Impaired
___ Visually Impaired
___ Learning Disabled
___ Mentally Disabled
___ Workforce/Workplace
___ Inmates of Correctional Institutions
_X_ Other (describe) Offered direct delivery of literacy services on a one-on-one basis for any adult who wanted to learn or to enhance reading and writing and/or math skills.
___ Homebound
___ Seniors/Older Citizens
___ Migrant Workers
___ Indian Tribes
___ Intergenerational/Families
___ English as a Second Language

4. If this project involved tutoring, what tutoring method was used?

_X_ Laubach ___ LVA ___ Michigan Method
___ Orton-Gillingham ___ Other (describe)

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5. If this project involved tutoring, how was it provided? (check as many as applicable)

X one-on-one tutoring X small group instruction
___classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? X yes ___ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

The Laubach Way to Reading Informal placement, the Slosson, or the TABE test was administered upon enrollment. Thereafter, tests were administered after each forty hours of instruction.

Student retention was 65%.
12% of students advanced at least two grade levels; 46% advanced one grade level; 42% showed improvement but did not advance to a higher level.

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? X yes ___no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

Progress was determined by: Testing at 40 hour intervals; students obtaining employment; students receiving commercial driving licenses and regular drivers' licenses. Self esteem building was great.

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

___ bibliography
___ curriculum guide
___ training manual
___ public relations audiovisual
___ training audiovisual
X recruitment brochure
___ resource directory
X evaluation report
X survey
___ newsletter(s)
___ other (describe)
_____
_____

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8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 399
Of those served, how many received direct tutoring service? 399
How many hours of direct tutoring service did they receive? 20,493
How many new volunteer tutors were trained? 36
How many current volunteer tutors received additional training? 34
How many volunteer tutors (total) were involved? 86
How many non-tutor volunteers were recruited? 6
How many service hours were provided by non-tutors? 176
How many librarians were oriented to literacy methods, materials, and students? 0
How many trainers of tutors were trained? 0

Part III: Narrative Report

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

3. Provide, as appropriate, specific details as to the activities undertaken -- e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

6. Provide the names and locations of libraries and other sites whose facilities were used for this project.

7. Describe the impact of the Federal project on the ongoing program of the grantee.

Note: Narrative reports are not expected to exceed 20 double-spaced typewritten pages.

*[Further monies or other benefits may, but not necessarily, be withheld under these programs unless these reports are completed and filed as required by existing law and regulations (20 U.S.C. 351 et seq.; 34 CFR Parts 75 and 77).]*



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# PART III - NARRATIVE REPORT

1. Goals and objectives:

The project had three goals:

A. Recruit seventy-five tutors to work on a one-on-one basis with adults who read below the fifth grade level.

We have recruited and trained 36 volunteer tutors into this project. The training is designed and provided for our specific needs and is available throughout our service area by five literacy trainers who use the Laubach Way to Reading method. It consists of ten hours of tutor training, teaching the volunteer essential skills in working with the adult learner.

Our goal was not obtained due to economic and geographical inhibitors. People in these communities are unable to afford transportation and are very isolated, making it difficult for potential tutors to reach tutor training sites. Every effort was made to accommodate these difficulties, but unfortunately, we did not achieve our goal, but we were very satisfied with the 36 people trained.

B. Recruit seventy-five adults who want to learn to read or to enhance existing skills in reading, writing, and/or math.

Involved in The Lonesome Pine Regional Library Literacy Project were 399 adult learners. The public is aware of the problems of illiteracy. National, state

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and local media attention is helping in this area. Case workers at Social Service agencies are linking low level readers directly with our reading programs through their evaluation of the person. With our high unemployment rate in this area, people see the need for better education.

C. Refer students with skills above 4.9 to Adult Education classes, sponsored by the Public School System.

An evaluation of the literacy project is made each year. This evaluation determined that The Lonesome Pine Library Literacy project should and would continue tutoring adults beyond grade 4.9. Reasons for continuing include: the student lacks the necessary confidence to go into a classroom setting; adults do not live close enough to attend ABE classes; and in some cases, their employment inhibits them from attending scheduled ABE classes.

Upon completion of level 4, the student is given the option of going into ABE or continuing with The Lonesome Pine Library Literacy Project. If she/he decides to remain in The Lonesome Pine Literacy Project, we provide qualified tutors to tutor until a GED can be earned. 30 adults received their GED through our program.

Staffing changes were minimal. A new coordinator was hired for Lee County. The library director's position has undergone a change. Virginia Adams is the Acting Director.



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2.

**Lonesome Pine Regional Library**

**Literacy Program**

**Budget to Actual Comparison**

**July 1, 1992 through June 30, 1993**

| | Budget | Actual | Variance |
|---|---|---|---|
| **Revenue:** | | | |
| LSCA Title VI Grant | 35,000 | 35,000 | 0 |
| Other Sources - Local | 70,987 | 73,797 | (2,810) |
| Total Revenue | 105,987 | 108,797 | (2,810) |
| **Expenditures:** | | | |
| LSCA Grant: | | | |
| Salary & Wages | 32,276 | 33,756 | (1,480) |
| Fringe Benefits | 2,724 | 1,093 | 1,631 |
| Other | | 151 | (151) |
| Total LSCA VI Grant | 35,000 | 35,000 | 0 |
| Other Sources - Local: | | | |
| Salary & Wages | 47,724 | 39,539 | 8,185 |
| Fringe Benefits | 4,028 | 6,712 | (2,684) |
| Travel | 2,235 | 3,945 | (1,710) |
| Supplies | | 233 | (233) |
| Other | 17,000 | 23,368 | (6,368) |
| Total Other - Local | 70,987 | 73,797 | (2,810) |
| Total Expenditures | 105,987 | 108,797 | (2,810) |

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3 Specific details of activities:

A. It was not necessary for the library to acquire text books and other materials through this funding due to a generous donation from the Slemp Foundation. The Lonesome Pine Regional Library branches have an excellent selection of new reader materials available to all patrons and students.

B. There was no formal assessment done.

C. Five training sessions for tutors were conducted by the coordinator, and one certified trainer. We used the Laubach Way to Reading method in each instance since this was the method the trainers had been certified in. Dates of these training sessions were: February 1993, May 1993, June 1993, July 1993 and August 1993.

D. No services were contracted out.

4 Role of the Library

Each of the four counties in The Lonesome Pine Regional Library system has a literacy coordinator in its main library. These libraries are located in Clintwood, Gate City, Pennington Gap and Wise. Coordinators have access to all branch libraries which are located in Big Stone Gap, Coeburn, Hayst, Rose Hill and St. Paul. The four coordinators have the responsibility of carrying out the goals and objectives set forth in the approved grant. The coordinators submit monthly



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reports to the Director of the Lonesome Pine Regional Library. Meetings are held when necessary between coordinators and the library director. The director is available for consultation by telephone as needed.

5 Names and locations of individuals, agencies, and organizations recruited to volunteer their services for literacy programs.

Dickenson County Department of Social Services
Clintwood, VA 24228

Dickenson County Jobs Training
Clintwood, VA 24228

Wise County Department of Social Services
Wise, VA 24293

Lee County Department of Social Services
Jonesville, VA 24263

Scott County Department of Social Services
Gate City, VA 24251

Norton Social Services
Norton, VA 24273

Wise Skill Center
Wise, VA 24293

Hope House
Norton, VA 24273

Wise/Dickenson County ARCH's (Head Start)
Norton, VA 24273



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Clinch Valley College
Wise, VA 24293

Mountain Empire Older Citizens
Big Stone Gap, VA 24219

Wise County Economic Development
Wise, VA 24293

Social Services, Hope House, ARCH, JTPA, and Wise Skill Center made student referrals to coordinators for assessments and tutoring.

Clinch Valley College and Wise Economic Development representatives provided input into developing grants.

Mountain Empire Older Citizens provided volunteer tutors.

Public Service Announcements are provided by radio, television, and newspapers in the four county area.

6. Names and locations of libraries and other sites whose facilities were used in this project.

Wise County Public Library
P.O. Box 1379
Wise, VA 24293

C. Bascom Slemp Memorial Library
11 Proctor St. N.
Big Stone Gap, VA 24219

J. Fred Matthews Memorial Library
P.O. Box 1976
St. Paul, VA 24283



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Jonnie B. Deel Memorial Library
P.O. Box 650
Clintwood, VA 24228

Haysi Public Library
P.O. Box CC
Haysi, VA 24256

Scott County Public Library
131 West Jackson Street
Gate City, VA 24251

Lee County Public Library
406 Joslyn Ave.
Pennington Gap, VA 24277

Mountain View Apartments
Big Stone Gap, VA 24219

Regency Towers
Norton, VA 24273

The Junction
Big Stone Gap, VA 24219

Wise County-Norton Head Start
Appalachia, VA 24216

Wise Skill Center
Wise, VA 24293

Wise Primary School
Wise, VA 24293

Norton Church of God
Norton, VA 24273

Jonesville First Baptist Church
Jonesville, VA 24263



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Western Lee County Health Clinic
Ewing, VA 24248

Thomas Walker Teen Center
Rose Hill, VA 24281

St. Charles Head Start Center
St. Charles, VA 24282

Lee County Head Start Central Office
Jonesville, VA 24263

First Penecostal Church
Appalachia, VA 24216

St. Bernard's Catholic Church
Gate City, VA 24251

Dungannon Library Trailer
Dungannon, VA 24245

Nichelsville Methodist Church
Nickelsville, VA 24271

Three Bells Methodist Church
Duffield, VA 24244

Duffield Residential Center
Duffield, VA 24244

The Greenhouse
Gate City, VA 24251



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7. Impact of the Federal Project on ongoing program of the grantee.

The Federal Project made it possible for an economically and educationally depressed region to continue a much needed literacy program at the full time level.



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ADULT PROJECT

| SUBJECT | V. Good | Good | Fair | Poor |
|---|---|---|---|---|
| Class Environment | | | | |
| Books and Supplies | | | | |
| Tutor Assistance | | | | |
| Personal Satisfaction (Performance) | | | | |
| Self Esteem | | | | |
| Self Esteem Presentation | | | | |
| Parenting Presentation | | | | |

COMMENTS:



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# Evaluation

| *Presentations concerning the following were:* | **Excellent** | **Very good** | **Good** | **Poor** |
|---|---|---|---|---|
| **Initiation of Project** | | | | |
| **Recruitment of Students** | | | | |
| **Recruitment of Tutors** | | | | |
| **Children's Program** | | | | |
| **Adult Program** | | | | |
| **Children's Books and Emergent Materials** | | | | |
| **Methods of Surveys & Record Keeping** | | | | |

**Additional Comments:**

**Tutoring is**

**FREE**

**CONFIDENTIAL**

**ONE ON ONE**

It's never too late to learn to read.
There are thousands of adults who don't read as well as they would like to.
If you want to learn to read better, all you need is the willingness to try and a resolve to stay with it for awhile.

---

PLEASE CALL

Dickenson County .....926-6617

Lee County .....546-1141

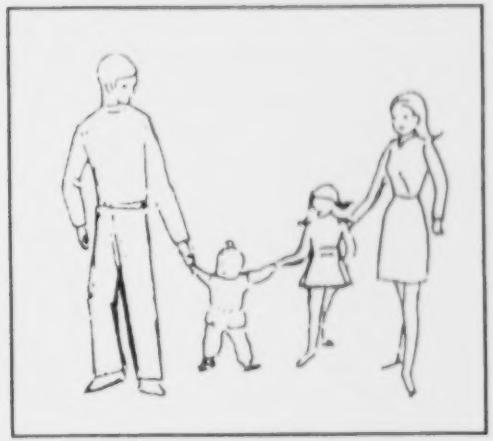
Scott County .....386-3302

Wise County .....328-5616



## Family Literacy

Family Literacy is grown-ups reading to children. It's mothers, fathers, and grandparents passing reading on to their youngsters. It's people of all ages learning how to get along together in this world.



Family Literacy works because parents care about their children. Parents love their children and want them to succeed. A good education goes a long way toward guaranteeing success.

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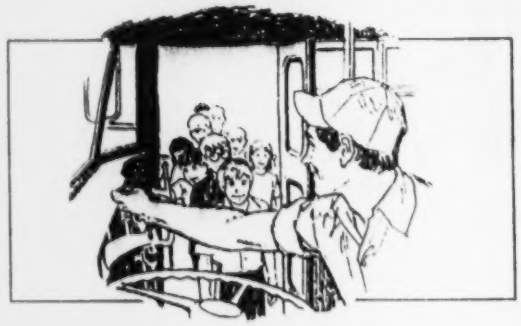
## Commercial Drivers' License (CDL)

A new license has been created for drivers who operate any vehicle weighing more than 26,001 pounds or is designed to carry 16 or more passengers or transport hazardous materials. Drivers need to contact the local Division of Motor Vehicles office for details. Free CDL tutoring is avialable through the Library Literacy Project.

**From Now On, Only The Best Will Drive**



**T • U • T • O • R • S**

You don't have to be a "Super Teacher" to help someone learn to read, but you do need a genuine concern for others and you must be trained to teach adults. Free training workshops are provided.

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## *"AN EDUCATED EMPLOYEE IS YOUR GREATEST ASSET"*

Trained tutors are available to assist non readers and low level readers at the WORKPLACE.

**HOMEWORK CENTERS**

Children and parents meet at Homework Centers to receive tutoring and classwork instruction.

**LONESOME PINE REGIONAL LIBRARY**
**P. O. Box 1379**
**Wise, Virginia 24293**

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## Lonesome Pine Regional Library

## Literacy Services